



# Warming Up to 5 a Day

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

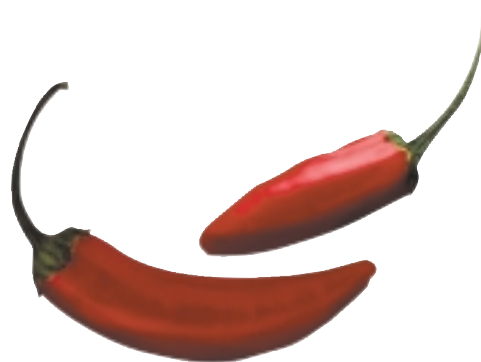
- Describe at least three health benefits associated with eating different colored fruits and vegetables as part of the 5 a Day recommendation.
- Identify at least three ways to prepare fruits and vegetables.
- Apply the concept of teamwork to the other lessons.

## MATERIALS

- The *Health Benefits of Fruits and Vegetables* handout (p. H - 1), or the *Eat 5 A Day The California Way* brochure
- One deck of 5 a Day and physical activity playing cards
- Paper clips

## PREPARATION

1. Photocopy the *Health Benefits of Fruits and Vegetables* handout, or set aside enough *Eat 5 A Day The California Way* brochures for each participant.
2. Open the box of 5 a Day and physical activity playing cards, and set aside the 5 a Day aces, *Couch Potato* and *Junk Food* jokers, and physical activity face cards.
3. Shuffle the remaining cards that contain the fruit and vegetable images. Prepare a list of yes/no questions as described in Step 5 of the instructions to help participants determine the name of the fruit or vegetable on the playing card. Display the list of questions for the participants to review before the lesson.



## INSTRUCTIONS

1. Arrange participants into teams of three to four players.
2. Paperclip a fruit or vegetable playing card, image side up, to the back of each participant's shirt collar. Make sure that each participant doesn't know which fruit or vegetable appears on his or her playing card.
3. Have participants turn their backs to their team members to reveal their fruit or vegetable playing cards. Remind participants not to reveal to their teammate wearing the card what fruit or vegetable is on the card.
4. Instruct participants to figure out, one at a time, their fruit or vegetable by asking their team members a series of questions. The team members may only respond with a "yes" or "no" answer.
5. Participants should ask general rather than specific questions. For example, "Am I a fruit?" instead of, "Am I an apricot?" Other good questions include: "Should I be peeled before I am eaten?" "Do I grow on a tree?" "Am I



green in color?" "Am I sweet?" "Am I sour?" "Do I have seeds?" Feel free to come up with additional questions. Each participant should ask questions until he or she correctly identifies his or her card.

6. The first team to have all of its members identify their fruits and/or vegetables wins the game.
7. Distribute the *Health Benefits of Fruits and Vegetables* handout or the *Eat 5 A Day The California Way* brochure to each participant. Ask participants to identify and discuss with their team members the health benefits of their respective fruit or vegetable.
8. Conclude the lesson by having participants share with their team members their favorite ways to prepare the fruits and/or vegetables pictured on their playing cards.

## expansion idea

### PHYSICAL ACTIVITY ROUND

Introduce the concept of physical activity by adding the physical activity face cards (i.e., jogging king, dancing queen, and soccer playing jack) to the game. Following instructions 3 and 4, have participants guess the physical activity depicted on their playing cards. Prepare a list of questions that will help participants determine the physical activity that is shown on their cards.

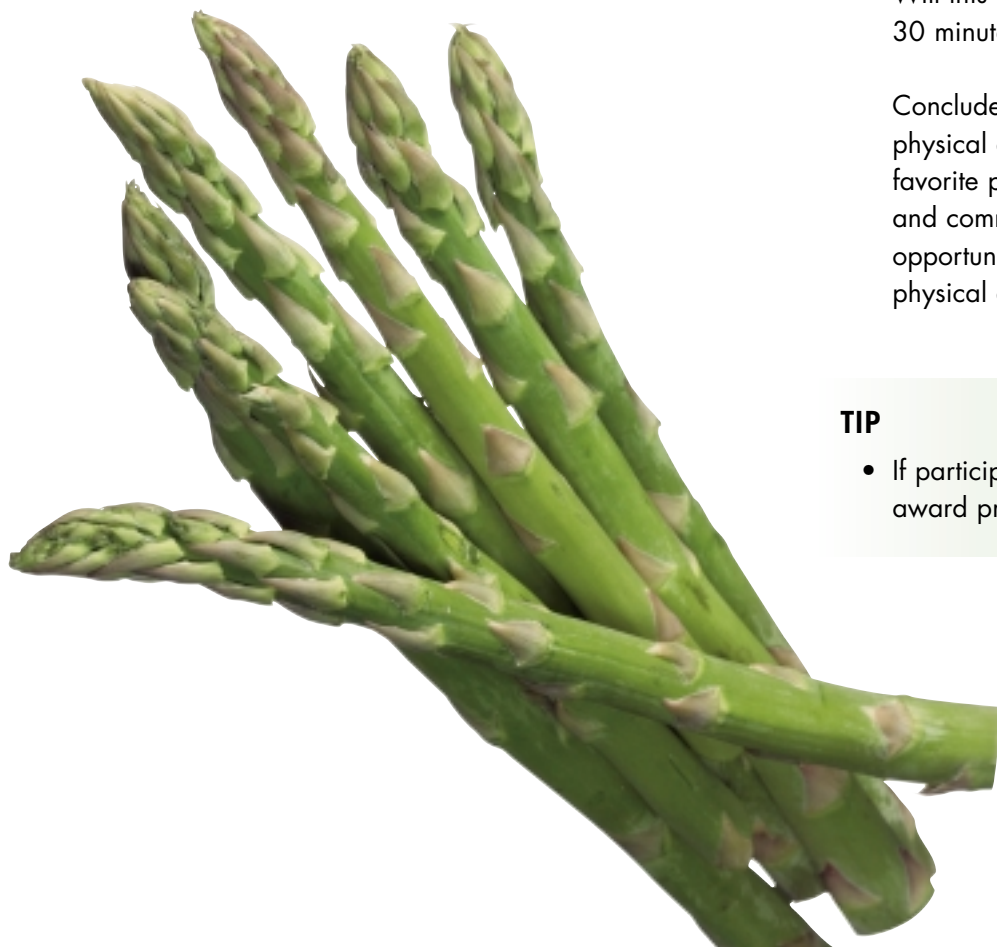
*Examples of questions:*

- Is the activity performed outdoors?
- Is it an aerobic activity?
- Is the activity done with a ball?
- Can you do the activity with friends and family members?
- Does the activity require a partner?
- Will this activity help me be active for 30 minutes a day?

Conclude the lesson with a discussion about physical activity. Ask participants to share their favorite physical activities. Include questions and comments that will help participants identify opportunities to get at least 30 minutes of physical activity every day. ♦

### TIP

- If participants enjoy being competitive, award prizes to the winning teams.





# 5 a Day Food Demonstration

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Describe at least three health benefits associated with eating different colored fruits and vegetables as part of the 5 a Day recommendation.
- Identify at least three ways to incorporate 5 a Day recipes into daily meal plans.
- Prepare a healthy recipe that includes at least one serving of fruit or vegetable.
- List the serving sizes for fresh, frozen, juiced, canned, and dried fruits and vegetables.

## MATERIALS

- Recipe ingredients
- Kitchen appliances, such as a blender, electric wok, electric skillet, microwave oven, and a refrigerator
- Plastic storage containers and mixing bowls
- Cooking utensils, such as forks, knives, large spoons, and salad tossers
- Pots and pans
- Measuring cups and spoons
- Cups, bowls, napkins, plastic forks, plastic knives, and plastic spoons for recipe sampling
- A table
- A disposable tablecloth, if desired
- A dishtowel, sponge, and dish soap for cleanup
- The *Health Benefits of Fruits and Vegetables* handout (p. H - 1), or the *Eat 5 A Day The California Way* brochure
- The *Recipe* handouts (p. H - 2 to H - 18) and *Serving Size* handout (p. H - 19)
- English and Spanish *Serving Size* posters



## PREPARATION

1. Select one or more 5 a Day recipes from those shown in the handout section. For the best results, select from these recipes: *Breakfast Fruit Wrap*, *Cactus Salad*, *California Marinated Salad*, *Melon Cooler*, *Pear Brown Rice*, *Quick-N-Creamy Grape Shake*, *Tomatillo Salsa*, *Tortilla Pizzas*, *Tropical Smoothie*, and *Vegetable and Chicken Stir-Fry*.
2. Buy the required ingredients, or ask your local grocery store or farmers' market to donate them. Get enough ingredients to conduct the food demonstration and have enough available for sampling.
3. Prepare and measure the ingredients according to the recipe(s).
4. Place the ingredients in plastic containers, cover with lids or plastic wrap, and store at the appropriate temperatures.
5. Gather the portable appliances, plastic storage containers, mixing bowls, cooking utensils, pots and pans, measuring cups and spoons, and serving items that you'll need for the food demonstration.
6. Set up the table so that all participants can easily view the food demonstration.
7. Photocopy the *Health Benefits of Fruits and Vegetables* handout, or set aside enough *Eat 5 A Day The California Way* brochures for each participant. Also photocopy enough recipe handouts and *Serving Size* handouts.
8. Display the English and Spanish *Serving Size* posters.



## INSTRUCTIONS

1. Distribute the *Health Benefits of Fruits and Vegetables* handout or the *Eat 5 A Day The California Way* brochure to each participant.
2. Begin with a brief discussion about the health benefits of eating 5 to 9 daily servings of fruits and vegetables.
3. Distribute the *Serving Size* handout to each participant.
4. Review the information in the *Serving Size* poster and handout with the class, and ask participants to share their impressions.
5. Demonstrate the 5 a Day recipe(s).
6. Use the recipe(s) to demonstrate additional examples of a fruit or vegetable serving.
7. Ask participants to share ways in which they would incorporate the recipes into their daily meal plans.
8. Divide the prepared recipes into sample-size portions, and serve the samples to participants. Provide each participant with a handout of the recipe(s), and encourage participants to share the recipe(s) with their families, friends and neighbors.
9. Review the nutrition information for the recipes as your participants enjoy their samples.
10. Encourage your participants to share what they enjoyed about the recipes.
11. Conclude the lesson by reinforcing the information in the *Health Benefits of Fruits and Vegetables* handout or the *Eat 5 a Day The California Way* brochure and the *Serving Size* handout.

## expansion ideas

Organize a 5 a Day potluck or picnic by asking each participant to prepare a 5 a Day recipe for everyone to share.

Ask participants to bring a favorite family recipe, and show them how to include one or more servings of fruits and/or vegetables in each serving of the recipe. ♦

## TIPS

- Laminate the recipes to make them water resistant.
- Let a participant help you demonstrate a recipe.
- Remember to handle food safely when conducting food demonstrations. To learn more about food safety, visit <http://www.foodsafety.gov>.





## 5 a Day the Creative Way

### LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Know how to make personal and inexpensive gifts and crafts that encourage healthful eating.
- Inform family members and friends about the importance of eating 5 to 9 servings of fruits and vegetables every day.
- List the serving sizes for fresh, frozen, juiced, canned, and dried fruits and vegetables.
- Use the activities as creative reminders for using fruits and vegetables in their meals and snacks.

### creative project 1: giving the gift of 5 a day

#### MATERIALS

- 1-quart glass jars with lids
- Snack-sized plastic bags
- Decorative ribbon with a fruit and/or vegetable pattern
- Selected ingredients for the *Hearty Bean and Vegetable Soup* recipe, including dried pink beans, dried lentils, dried black beans, yellow split peas, dried kidney beans, dried black-eyed peas, dried basil, dried rosemary, dried marjoram, crushed red chilies, salt, black pepper, and bay leaves
- Six large bowls
- Six sheets of 8½ x 11" paper
- 8½ x 11" color cardstock
- The *Hearty Bean and Vegetable Soup* recipe handout (p. H - 15)
- *Serving Size* handout (p. H - 19)
- One pair of scissors
- Single hole punch
- Six, ½ cup measuring cups
- Four sets of measuring spoons
- To/from labels
- Pens
- English and Spanish *Serving Size* posters



#### PREPARATION

1. Buy the glass jars with lids, snack-sized plastic bags, ribbon, to/from labels, colored cardstock, beans, lentils, peas, and spices, or ask your local retailer to donate the items or sell them at reduced cost.
2. Form the six sheets of paper into individual funnels.
3. Photocopy the *Hearty Bean and Vegetable Soup* recipe card handout onto colored cardstock, and hole punch each card in the upper left corner. Make sure to photocopy enough recipe cards for all participants. Also, photocopy the *Serving Size* handout for each participant.
4. Cut the ribbon into 34-inch strips.
5. Set up three stations to assemble the *Hearty Bean and Vegetable Soup* gift package.
  - At station one, place the glass jars and lids. Also, place the dried pink beans, dried lentils, dried black beans, yellow split peas, dried kidney beans, and dried black-eyed peas in separate bowls.





Place a 1/2-cup measuring cup in each bowl. Place the paper funnels next to each bowl of beans, and display the *Hearty Bean and Vegetable Soup* recipe.

- At station two, place the snack-sized plastic bags. Also, place containers of dried basil, dried rosemary, dried marjoram, crushed red chilies, salt, black pepper, and bay leaves. Place the measuring spoons with the spices, and display the *Hearty Bean and Vegetable Soup* recipe.
  - At station three, place the ribbon, *Hearty Bean and Vegetable Soup* recipe cards, to/from labels, and pens.
6. Display English and Spanish *Serving Size* posters.



## INSTRUCTIONS

1. Begin the lesson with a discussion about soup. Ask participants to share with the class their favorite soups and the types of soup that they make at home for their families and friends. Discuss with participants the types of vegetables they like to use in their soup recipes, and how soups are a great way to enjoy vegetables.
2. Introduce the activity to participants, and assemble the group at station one. At this station, have each participant select a glass jar and lid. Instruct the participants to fill their jars in the following order:
  - 1/2 cup dried pink beans
  - 1/2 cup dried lentils
  - 1/2 cup dried black beans
  - 1/2 cup yellow split peas
  - 1/2 cup dried kidney beans
  - 1/2 cup black-eyed peas

Have participants use the paper funnel to assist them in filling their jars.
3. At station two, have each participant measure the spices according to the recipe, place the spices in a snack-sized plastic bag, and place the filled bag into the jar on top of the beans.
4. At station three, have each participant place a lid on his or her jar. Distribute a *Serving Size* handout and *Hearty Bean and Vegetable Soup* recipe card to each participant. Review the *Serving Size* handout with participants. Ask participants how they would include more vegetable servings in the soup recipe. Also, ask participants to take their recipe cards and write down, in the space provided, three ways to include fruit as a side dish with the *Hearty Bean and Vegetable Soup*. Have participants share their side dish suggestions with each other. Next, ask participants to select a piece of decorative ribbon, thread the ribbon through the hole in their recipe cards, and place the ribbon around the top of their jars and tie the ribbon in a bow.
5. Conclude the activity with a discussion about how important it is to tell family members and friends to eat 5 to 9 servings of fruits and vegetables every day for better health. Talk with participants about how they might use creative projects, like the *Hearty Bean and Vegetable Soup* gift package, as a reminder to their families and friends to eat fruits and vegetables. Have each participant select a to/from label, write down the name of a family member or friend who will receive the special 5 a Day gift, and attach the label to the jar.



## creative project 2: create a colorful kitchen with a 5 a day utensil holder

### MATERIALS

- One large, empty, clean tin can (tomato juice, pineapple juice, or coffee cans) for each participant
- One clothespin for each participant
- Glue
- Clear self-adhesive shelf paper
- 1 pair of scissors for each participant
- One 1½-inch loose-leaf book ring for each participant
- Single hole punch
- Magazines and/or produce advertisements with pictures of fruits and vegetables
- 8½ x 11" color cardstock
- The *California Marinated Salad* (p. H - 10), *Chicken Mole with Vegetables* (p. H - 16), *Chicken Vegetable Enchiladas* (p. H - 13), *Meatball Soup* (p. H - 8), and *Tortilla Pizzas* (p. H - 15) recipe handouts
- The *Health Benefits of Fruits and Vegetables* handout (p. H - 1), or the *Eat 5 A Day The California Way* brochure
- A dry-erase board or large sheets of paper
- Markers



### PREPARATION

1. Locate an adequate space with tables so participants have room to spread out and make the utensil holder.
2. Gather large empty tin cans or ask participants to bring them from home.
3. Buy clothespins, glue, clear self-adhesive shelf paper, scissors, 1½-inch loose-leaf book rings, and colored cardstock, or ask your local retailer to donate the items or sell them at reduced cost.
4. Collect magazines and/or produce advertisements with colorful pictures of fruits and vegetables.
5. Photocopy the *California Marinated Salad*, *Chicken Mole with Vegetables*, *Chicken Vegetable Enchiladas*, *Meatball Soup*, and *Tortilla Pizzas* recipe card handouts onto colored cardstock, hole punch each card in the upper left corner, and group the recipes into sets for each participant.
6. Photocopy the *Health Benefits of Fruits and Vegetables* handout, or set aside enough *Eat 5 A Day The California Way* brochures for each participant.

### INSTRUCTIONS

1. Ask participants to share with the class their favorite fruits and vegetables. Have participants discuss which fruits and vegetables they use most often in the meals and snacks they prepare at home. Write the list on the board or sheet of paper for the class to see.
2. Distribute the *Health Benefits of Fruits and Vegetables* handout or the *Eat 5 A Day The California Way* brochure for each participant.



*California Way* brochure to each participant. Review with the class the different color groups of fruits and vegetables, and discuss the health benefits associated with each color group. Work with participants to organize the list of fruits and vegetables on the board or sheet of paper into the color groups described in the handout or brochure.

3. Distribute the empty cans, glue, scissors, and magazines and/or produce advertisements. Instruct participants to find and cut out pictures of fruits and vegetables. Encourage the participants to include all of the fruit and vegetable color groups.
4. Have participants glue the fruit and vegetable pictures to their cans to create a colorful 5 a Day collage. Cut a piece of clear self-adhesive shelf paper to fit each can, and have participants cover the pictures on their cans with the clear shelf paper.
5. Distribute the recipe card sets, 1 1/2-inch loose-leaf book rings, and clothespins to each participant. Review the different recipes with the class, and discuss the fruit and vegetable ingredients and how they fit into the different color groups. Reinforce the health benefits of the different colored fruits and vegetables, and remind participants to eat 5 to 9 servings of fruits and vegetables every day for better health.
6. Cut additional pieces of clear self-adhesive shelf paper for each recipe card, and have participants laminate their cards with the plastic. Remind participants to avoid covering the hole in the upper left corner. Have participants place the 1 1/2-inch loose-leaf book rings through the hole in the upper left corner of the recipe cards to create a recipe card booklet.

7. Instruct participants to place the clothespin on their decorated cans and use it to attach the recipe booklet to the utensil holder. Encourage participants to place their new utensil holders prominently in their kitchens as a reminder to eat 5 to 9 servings of fruits and vegetables every day. Also, encourage participants to add new fruit and vegetable recipes to their recipe booklet.
8. Conclude the activity by discussing with participants how they can use the recipes as a way to include fruits and vegetables in the meals and snacks they prepare for themselves and their families.

## expansion idea

### REFRIGERATOR MAGNETS

Cut out fruit and vegetable pictures, glue onto card stock or light cardboard, cover with clear self-adhesive shelf paper, and glue a small strip of magnet to the back. ♦

### TIPS

- When photocopying the recipe cards, use colored cardstock paper that corresponds with the different fruit and vegetable color groups.
- Have participants bring their own 1-quart glass food jars to class for the *Giving the Gift of 5 a Day* project. Clean spaghetti sauce jars work the best.
- If it's not feasible to use glass jars for the *Giving the Gift of 5 a Day* project, place the beans in 1-quart plastic bags and decorate with ribbon.
- Make a mock-up of each craft to show participants examples of the finished products.





# Try Your Hand at 5 a Day

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Describe at least three health benefits associated with eating different colored fruits and vegetables.
- Recognize physical activity and fruit and vegetable consumption as important elements of a healthy lifestyle.
- Recall the 5 a Day and physical activity messages.
- Understand the role of a healthy, active lifestyle in reducing the risk of certain chronic diseases.

## MATERIALS

- The *Health Benefits of Fruits and Vegetables* handout (p. H - 1), or the *Eat 5 A Day The California Way* brochure
- The 5 a Day and physical activity playing card sets
- Paper and pencils for groups to keep score, if the game requires scorekeeping



## PREPARATION

1. Photocopy the *Health Benefits of Fruits and Vegetables* handout, or set aside enough *Eat 5 A Day The California Way* brochures for each participant.
2. Depending on your class size, organize an adequate space for participants to play the card games. Participants may either sit in a circle on the floor or around a table with a playable area between them.
3. Familiarize yourself with the 5 a Day and physical activity playing card set, which includes a standard 52-card deck organized into four color groups and two jokers, the *Couch Potato* card and the *Junk Food* card.
4. Select the games to play and review their instructions.

## INSTRUCTIONS

1. Distribute the *Health Benefits of Fruits and Vegetables* handout or the *Eat 5 A Day The California Way* brochure to each participant.
2. Review the handout or brochure with the class, and engage participants in a discussion about the health benefits associated with eating different colored fruits and vegetables.
3. Use this discussion about the different colors of fruits and vegetables to introduce the 5 a Day and physical activity playing card set and the four color groups that comprise the four suits — Blue/Purple, Red, Yellow/Orange, and Green.
4. Demonstrate to the class how the four suits of the card set feature fruits and vegetables associated with the different color groups.

## game 1 – couch potato

1. Arrange participants into groups of two to six players.
2. Instruct each group to pick a dealer.
3. Make sure to include the *Couch Potato* card with each deck.
4. The object is to avoid being caught with the *Couch Potato* card at the end of the game.



## PLAYING THE GAME

1. The dealer shuffles the cards and deals out the entire deck, one card at a time. The number of cards each player receives does not need to be the same.
2. Before starting play, all players must match the pairs of cards in their hands — for example, two 6s, two 7s, or two jogging kings. The players then place all of their matched pairs face up in front of them so that the other players can see them.
3. If a player has three of one card — for example, three 5s — he or she may only use two of them to make a pair.
4. The player to the dealer's left begins play by selecting a single card from the dealer's hand. If the card matches one of the cards in his or her hand, then the player places that new pair face up in front of him or her for the other players to see.
5. The player then offers his or her hand to the player to his or her left, who selects a card.
6. Each time a player matches two cards, he or she must identify one health benefit of a fruit or vegetable in the pair.

7. Play continues to the left until all of the pairs are matched. One player will be left with the *Couch Potato* card at the end of the game.
8. The player with the *Couch Potato* card becomes the dealer for the next game.

## VARIATIONS

During the game, have the players tell each other their favorite way to eat one of the fruits or vegetables every time they match a pair.

Instead of the *Couch Potato* card, use the *Junk Food* card.

## game 2 – 5 a day wild

1. Arrange participants into groups of two to four players.
2. Have each group pick a scorekeeper and a dealer.
3. Provide each group with a pencil and a sheet of paper.
4. Do not use the jokers for this game.
5. The object is to score the fewest points possible by getting rid of all cards.

## PLAYING THE GAME

1. The dealer shuffles the cards and deals five cards to each player. The dealer places the remaining cards face down in the center of the play area. The dealer then turns over the top card and places it next to the pile. This becomes the discard pile.
2. The player to the dealer's left begins by playing a card that matches the top card in the discard pile either by number or by color. For example, if the top card is the red 5, then the person may play any fruit, vegetable, or physical activity face card from the red suit or any other card with the number 5, such as the blue/purple 5 or the green 5.





3. All of the 5 a Day aces are wild and may be played at any time during the game. When a 5 a Day ace is played, the player must say "Eat 5 to 9 servings of fruits and vegetables every day." The player then must choose the color of the cards being played. The next player must play either a card from the designated color or another 5 a Day ace.
4. Each time a player changes the color of the cards being played, he or she must tell the other players one of the health benefits of eating fruits and vegetables of the new color.
5. If a player does not have a card that matches the number or color being played, then he or she must draw from the facedown pile until he or she can play a card. If a player takes the last card from the facedown pile and still cannot play a card, then his or her turn ends and play continues to the left.
6. Play continues to the left until one player has run out of cards or until no one can play another card.
7. Players then total the cards remaining in their hands. A 5 a Day ace card is worth 20 points, a physical activity face card is worth 10 points, and the other cards are worth their face value — for example, the red 10 counts as 10 points.
8. After each hand, record each player's total points on the sheet of paper.
9. The person to the dealer's left becomes the dealer for the next round.
10. The game ends when one of the players goes over 100 points.

### VARIATIONS

Each time a participant plays a physical activity face card, the person must say the name of the activity and "30 minutes of physical activity a day, every day."

If time is limited, have participants play until one player goes over 50 points instead of 100.

## game 3 – go shopping

1. Arrange participants into groups of two to four players.
2. Instruct each group to choose a dealer.
3. The object of the game is to make the most "books" of four cards — for example, four jogging kings, four 10s, four 5s.

### PLAYING THE GAME

1. The dealer shuffles the cards and deals five cards to each player. The dealer places the remaining cards face down in the center of the play area, and these become the shopping pile.
2. Before beginning play, each player should group the physical activity face cards, the number cards, and the 5 a Day aces in his or her hand. For example, the 5s should go together, the dancing queens should go together, and all of the 5 a Day aces should go together.





3. The player to the dealer's left begins the game by reviewing his or her cards and then asking any other player, by name, for all of his or her cards of a particular number. For instance, a player asks, "Rosa, do you have any 10s?" If Rosa has one or more 10s, she must give all of her 10s to the player who asked for them. A player must have at least one of the cards in his or her hand before he or she can ask another player for them.
4. If a player receives the cards he or she asked for, the player may continue asking the same person for cards of a different number or face, or the player may ask the other players for the same or different cards.
5. If the person asked does not have the requested card, he or she says "Go Shopping!," and the player requesting the card then draws a card from the center pile.
6. The player who said "Go Shopping!" has the next turn.
7. When a player collects a set of four numbers, four of one physical activity face cards, or four 5 a Day aces, he or she must show them to the other players and then place them face down in front of him or her. This set of four is called a book.
8. After a player completes a book of four cards, he or she must share with the other players his or her favorite way to eat one of the fruits or vegetables in the book. If the book is made up of physical activity face cards, the player must tell the other players where he or she likes to do one of the physical activities.
9. If a player runs out of cards during the game, then he or she immediately draws the top card from the shopping pile.
10. The game ends when the last card from the shopping pile is drawn.
11. The player with the most books wins.

## expansion idea

Buy a book of card games or ask the class participants which card games are their favorites, and adapt the 5 a Day and physical activity card set to the new games. ♦

### TIPS

- Use the cards as visual aids to demonstrate the health benefits of different colored fruits and vegetables.
- Use the cards to demonstrate easy examples of how to get at least 30 minutes of physical activity every day.
- Offer fruit and vegetable snacks to participants while they play the card games.
- Take physical activity breaks between card games.





# Grow Your Own 5 a Day Salsa

## LEARNING OBJECTIVES

*By the end of the lesson, participants will be able to:*

- Describe at least three benefits of growing fruits and vegetables.
- Name four principles of gardening.
- Describe at least three recipes that incorporate tomatoes, jalapeño peppers, and cilantro.

## MATERIALS

- Potting Soil
- 12-inch pots or empty 1-gallon plastic milk, water or juice containers (three pots or containers per participant)
- Small tomato plants
- Small jalapeño pepper plants
- Cilantro seeds
- A gardening trowel
- Plastic gloves, if desired
- A container of water
- A dry-erase board or large sheets of paper
- Markers
- The *Fresh Salsa* recipe handout (p. H - 2)



## PREPARATION

1. Buy the potting soil, pots, plants, seeds, and gardening trowel, or ask your local nursery or garden center to donate items or sell them at reduced cost.
2. If you decide to use empty 1-gallon plastic beverage containers instead of pots, simply cut the top off of each container, leaving enough depth for a mature plant to grow. Punch three small holes in the bottom of each container for drainage.
3. Set up five gardening stations.
  - At station one, place the potting soil, pots or containers, gardening trowel and plastic gloves.
  - At station two, place the small tomato plants.
  - At station three, place the small jalapeño pepper plants.
  - At station four, place the cilantro seeds.
  - At station five, place a container of water.
4. Photocopy the *Fresh Salsa* recipe for each participant.







## INSTRUCTIONS

1. Begin by asking participants about their experiences growing fruits and vegetables. Discuss the benefits of growing fruits and vegetables. Benefits may include having access to fresh fruits and vegetables... growing food organically... and enjoying time together with family members as everyone participates in the gardening process. On the board or sheets of paper, write the benefits of growing fruits and vegetables for the class to see. Encourage the participants to identify additional benefits of growing their own fruits and vegetables. Write the additional benefits for the class to see.
2. Discuss four important principles of gardening:
  - Provide enough soil for the plants.
  - Provide enough sunlight for the plants.
  - Provide adequate water for the plants.
  - Fertilize the plants, as needed.Write the gardening principles for the class to see.
3. Assemble the participants at station one, and have each participant select three pots or containers and fill them with soil to about 2 inches from the top.
  - At station two, have each participant plant a small tomato plant in one pot or container.
  - At station three, have each participant plant a small jalapeño pepper plant in another pot or container.
  - At station four, have each participant plant cilantro seeds in the remaining pot or container according to the seed packet instructions.
  - At station five, have each participant gently water their plants and seeds.
4. At the end of the lesson, ask participants to share ways in which they would use their tomatoes, jalapeño peppers, and cilantro in the meals and snacks they prepare at home. Write the suggestions for the class to see. Distribute the *Fresh Salsa* recipe to participants to reinforce the use of their newly planted produce.
5. Encourage participants to take their potted plants home and place them outside, if weather permits. You can also encourage them to grow fruits and vegetables in pots, in their yards, or in their community gardens. To find a community garden near you, visit <http://www.communitygarden.org/links/index.html>. Share this Web site with your participants.

## expansion ideas

### 5 A DAY SALAD BOWL

Make a salad bowl by growing the items you would use in a salad, such as lettuce, tomatoes, green onions and bell peppers.

### 5 A DAY FLAVOR ENHANCERS

Create an herb garden in a strawberry pot by planting oregano, parsley, cilantro, mint, rosemary, and other herbs. Use these herbs when creating tasty 5 a Day recipes. ♦





# Green Grocer

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify the seasonal availability of fruits and vegetables.
- Understand the cost benefits of buying fruits and vegetables in season.
- Select, store, and handle a variety of fruits and vegetables.
- Distinguish high-quality produce from low-quality produce.
- Use the expertise of produce department staff at a grocery store.

## MATERIALS

- *Dr. Richter's Fresh Produce Guide*
- The *Seasonality Chart* handout (p. H - 20)
- Samples of ripe and unripe produce
- Samples of high- and low-quality produce
- Small plates and napkins
- A knife

## PREPARATION

1. Arrange a date, time and location for a produce representative (such as a store manager, produce manager or produce industry representative) to visit the class. Communicate the learning objectives of this lesson to the representative.
2. Buy the produce samples, or ask your local grocery store or farmers' market to donate them.
3. Photocopy the sections of *Dr. Richter's Fresh Produce Guide*, which describe the produce you'll feature in class.
4. Photocopy the *Seasonality Chart* handout for each participant.



## INSTRUCTIONS

1. Introduce the produce representative to the class. Ask the representative to describe his or her job and discuss resources that are available in the grocery store to help consumers choose fruits and vegetables, such as the produce department staff, in-store signage, recipes, and other aids.
2. Distribute copies of the *Dr. Richter's Fresh Produce Guide* and the *Seasonality Chart* handout to each participant.
3. Ask the representative to discuss the seasonality of different fruits and vegetables. For example, why are some fruits and vegetables available year round, while others are only available in the winter? Refer to the *Seasonality Chart* handout for discussion and clarification.
4. Ask the representative to discuss the cost benefits of buying produce in season and using frozen and canned produce when fresh items are out of season. For example, why are some fruits and vegetables more expensive during certain times of the year? Are frozen and canned fruits and vegetables just as nutritious as fresh produce? When is the best time to choose different fruits and vegetables? Use the *Seasonality Chart* handout again for class discussion and clarification.



5. Ask the representative to explain how to select and store fruits and vegetables. For example, how do I choose a melon? A potato? Lettuce? How do I store my produce at home to keep it fresh? Refer to the copies of *Dr. Richter's Fresh Produce Guide* for class discussion and additional examples.
6. Ask the representative to discuss the characteristics of ripe and unripe produce and to describe how to ripen different fruits and vegetables at home. Let participants taste samples of ripe and unripe produce.
7. Ask the representative to discuss the characteristics of high- and low-quality fruits and vegetables. Let participants look at samples of each.
8. Conclude by summarizing the produce resources that are available to consumers at their local grocery stores. Encourage participants to share any tips about how they select, store, and ripen fruits and vegetables. Encourage the class to ask the representative additional questions.

## expansion ideas

Contact a local store and arrange for a store tour and presentation from a produce department representative.

If you take a store tour, incorporate the *Walk 30 Minutes a Day the 5 a Day Way* lesson. Have the class walk to the store before meeting the produce representative and touring the produce department.

Incorporate one of the recipes from the *5 a Day Food Demonstration* lesson to illustrate a fun, quick, and tasty meal that can be made with seasonal produce. ♦

### TIP

- If a produce department representative is unable to address the class, contact the store dietician or a local produce wholesaler and invite him or her to speak.





## 5 a Day on the Go

### LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify at least three barriers to fruit and vegetable consumption while they're dining out.
- Describe at least three strategies for including fruits and vegetables in their meals while dining out.
- Identify at least three barriers to fruit and vegetable consumption where they work.
- Name three easy steps to add fruits and vegetables to their lunches and snacks at work.
- Remember the importance of the 5 a Day recommendation when eating meals away from home.

### MATERIALS

- A dry-erase board or large sheets of paper
- Markers
- Paper and pens or pencils
- The *Eating Out the 5 a Day Way* handout (p. H - 21)
- The *Eating at Work the 5 a Day Way* handout (p. H - 22)

### PREPARATION

1. Arrange the classroom so that each group of participants will have a workspace.
2. Photocopy the *Eating Out the 5 a Day Way* and the *Eating at Work the 5 a Day Way* handouts for each participant.



## activity 1 – eating out the 5 a day way

### INSTRUCTIONS

1. Separate your class into groups of four to six participants each.
2. Provide each group with several sheets of paper and a pen or pencil.
3. Instruct participants to identify a note-taker and a spokesperson for each group.
4. Ask participants to share with their respective groups their dining out habits. Have the groups talk about how often they eat out during a typical week... where they eat out most of the time... and whether they believe it's difficult to eat fruits and vegetables when they eat out. Have the note-takers write down the responses.
5. Ask participants to discuss the reasons they believe it is difficult to eat fruits and vegetables when eating out. Have the note-takers write down the responses.
6. Ask the spokesperson from each group to share the responses, and write them on the board or sheet of paper for the class to see.
7. Discuss the responses of all groups, and work with the class to organize the answers into general categories. For example, group the





number of times participants eat out during the week, group the types of restaurants participants usually go to, and group the reasons participants believe it is difficult to eat fruits and vegetables when dining out.

8. Ask participants to work with their groups again to identify ways to include fruits and vegetables in their meals when they eat out. Have the note-takers write down the responses.
9. Ask the spokesperson from each group to share the responses, and write them on the board or sheet of paper for the class to see. Discuss the responses of all groups, and organize the responses into another set of categories.
10. Distribute copies of the *Eating Out the 5 a Day* Way handout, and review the helpful tips with the class. Have participants identify which ideas on the handout would help them overcome the difficulties they mentioned previously.
11. Conclude the lesson by discussing with the group additional ideas for overcoming difficulties to fruit and vegetable consumption when eating out.

## activity 2 – eating at work the 5 a day way

1. Separate your class into new groups of four to six participants each.
2. Provide each group with several sheets of paper and a pen or pencil.
3. Instruct participants to identify a note-taker and a spokesperson for each group.
4. Ask participants to share with their respective groups their eating habits at work. Have the groups talk about how often they bring lunch from home... how often they buy lunch from the cafeteria, catering truck or vending machine at their work... and whether they believe it's difficult to eat fruits and vegetables while at work. Have the note-takers write down the responses.
5. Ask the participants to discuss the reasons they believe it is difficult to eat fruits and vegetables at work. Have the note-takers write down the responses.
6. Ask the spokesperson from each group to share the responses, and write the responses on the board or sheet of paper for the class to see.
7. Discuss the responses of all groups, and work with the class to organize the responses into general categories. For example, group how often participants bring their lunches from home, group how often participants buy lunches at work, and group the reasons participants believe it is difficult to eat fruits and vegetables while at work.
8. Ask participants to work with their groups again to identify ways to include fruits and vegetables







in their meals and snacks at work. Have the note-takers write down the responses.

9. Ask the spokesperson from each group to share the responses, and write them on the board or sheet of paper for the class to see. Discuss the responses of all groups, and organize the responses into another set of categories.
10. Distribute copies of the *Eating at Work the 5 a Day Way* handout, and review the helpful tips with the class. Have participants identify which ideas on the handout would help them overcome the difficulties they mentioned previously.
11. Conclude the lesson by discussing with the group additional ideas for overcoming difficulties to fruit and vegetable consumption when at work.

## expansion ideas

### PHYSICAL ACTIVITY

Repeat this lesson with the group, focusing on how to be physically active while at work or on the go. Use the *Be Active Your Way* brochure to provide examples of how to be physically active with a busy lifestyle.

### ADVOCATING FOR 5 A DAY

Use the *Easy Steps to Advocate for 5 a Day and Physical Activity in Your Community* handout to discuss with participants strategies for improving the availability and quality of fruits and vegetables at their local restaurants and at the cafeterias in their places of work. ♦

### TIPS

- If the class only has a few participants, conduct this lesson as a class.
- If you have time for only one activity, you may use the other activity in a follow-up class.







# Advocate for 5 a Day and Physical Activity in Your Community

## LEARNING OBJECTIVES

*By the end of the lesson, participants will be able to:*

- Identify and discuss at least four barriers to fruit and vegetable consumption.
- Identify and discuss at least four ways to overcome barriers to fruit and vegetable consumption.
- Identify and discuss at least four barriers to physical activity.
- Identify and discuss at least four ways to overcome barriers to physical activity.
- Summarize six steps to advocate for 5 a Day and physical activity at the community level.

## MATERIALS

- Paper and pencils
- A dry-erase board or large sheets of paper
- Markers
- The *Easy Steps to Advocate for 5 a Day and Physical Activity in Your Community* handout (p. H - 23)



## PREPARATION

1. Photocopy the *Easy Steps to Advocate for 5 a Day and Physical Activity in Your Community* handout for each participant.



## INSTRUCTIONS

1. Divide the class into groups of four to six participants each.
2. Distribute paper and a pencil to each group. Instruct participants to identify a note-taker and a spokesperson for each group.
3. Ask the participants to work with their groups to identify barriers to fruit and vegetable consumption. Have participants focus on barriers in their community. Have note-takers record the barriers that their groups identify.
4. Ask the spokesperson in each group to share the list of barriers. Write the list on the board or sheet of paper for the class to see.

*Examples of barriers:*

- *There are too many fast food restaurants in my community.*
- *There is a lack of quality fruits and vegetables in my neighborhood grocery store.*
- *There is a lack of fruits and vegetables where I work.*



Ask participants to work with their groups to identify solutions to the barriers.

*Examples of solutions:*

- *Advocate for fast food restaurants to serve more fruits and vegetables.*
- *Urge my local grocery store to sell quality fruits and vegetables.*
- *Ask my employer to provide fruits and vegetables in the vending machines where I work.*

Ask the spokesperson in each group to share the list of solutions. Write the list on the board or sheet of paper for the class to see.

5. Ask participants to work with their groups to identify barriers to physical activity. Have participants focus on barriers in their community.

*Examples of barriers:*

- *My neighborhood is not safe for walking.*
- *My community does not have bicycle lanes.*
- *The walking paths in my community parks are poorly maintained.*

Ask the spokesperson in each group to share the list of barriers. Write the list on the board or sheet of paper for the class to see.

Ask participants to work with their groups to identify solutions to the barriers.

*Examples of solutions:*

- *Work with local law enforcement to provide safe walking zones.*
- *Work with the Department of Transportation to construct bicycle lanes.*
- *Work with the Department of Parks and Recreation to restore walking paths.*

Ask the spokesperson in each group to share the list of solutions. Write the list on the board or sheet of paper for the class to see.

6. Distribute the *Easy Steps to Advocate for 5 a Day and Physical Activity in Your Community* handout to each participant.

Describe each step to participants, and allow them time to discuss with their groups how they would apply the steps to one 5 a Day solution and one physical activity solution. Have the spokesperson in each group describe how his or her group applied the steps to the solutions.

7. Encourage participants to continue to work on their 5 a Day and physical activity solutions after class with their groups, friends, family members, and neighbors.

*Note: To achieve optimal results from this lesson, it is highly recommended that you conduct the expansion ideas with the participants during follow-up classes.*







## expansion ideas

### 5 A DAY AND PHYSICAL ACTIVITY COMMUNITY ASSESSMENT

Plan a follow-up class with the same group, and work with participants to conduct a community assessment to determine what is available in their community and what is lacking in terms of access to quality fruits and vegetables and physical activity opportunities. Photocopy the *5 a Day Community Assessment* (p. H - 25) and *Physical Activity Community Assessment* (p. H - 28) handouts. Divide the class into two teams, and have one team focus on access to quality fruits and vegetables and the other team focus on opportunities for physical activity. Distribute the *5 a Day Community Assessment* and *Physical Activity Community Assessment* handouts to the appropriate teams. Work with each team to complete the assessments. After the assessments have been completed, have a follow-up class to discuss the results, and instruct participants to use the *Easy Steps to Advocate for 5 a Day and Physical Activity in Your Community* handout to develop an action plan for improving access to fruits and vegetables and physical activity opportunities.

### COMMUNITY WALKABILITY ASSESSMENT

Plan another class with the same group, and work with the participants to conduct a walkability assessment of their community. Photocopy the *Walkability Assessment* (p. H - 31) handout, and distribute it to participants. After the assessments have been completed, have a follow-up class to discuss the results, and instruct participants to use the *Easy Steps to Advocate for 5 a Day and Physical Activity in Your Community* handout to develop an action plan for improving walking conditions in their community. ♦

### TIPS

- Depending on class length, you may want to conduct the fruit and vegetable barriers/solutions portion of the lesson during one class and the physical activity barriers/solutions portion during another class.
- Invite a community development professional to your class to discuss how your participants can make positive changes in their communities to increase fruit and vegetable consumption and physical activity.
- Use the expansion ideas to create a mini-course on community empowerment.









# Be Active Your Way

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Name three health benefits of physical activity.
- Recall the 5 a Day and physical activity recommendations.
- Identify three ways to be physically active at home and at work.
- Use the *Physical Activity Pyramid* and the *5 a Day and Physical Activity Scoreboard* to help create a weekly physical activity routine.
- Understand how the Frequency, Intensity, Time, and Type (FITT) formula can help them improve their physical activity levels.

## MATERIALS

- The *Health Benefits of Physical Activity* handout (p. H - 35)
- The *Keeping FITT* handout (p. H - 36)
- The *5 a Day and Physical Activity Scoreboard* handout (p. H - 37)
- The *Physical Activity Pyramid* handout (p. H - 38), or the *Be Active Your Way* brochure
- A dry-erase board or large sheets of paper
- Markers



## PREPARATION

1. Photocopy the *Health Benefits of Physical Activity*, *Keeping FITT*, and *5 a Day and Physical Activity Scoreboard* handouts for each participant.
2. Photocopy the *Physical Activity Pyramid* handout, or set aside enough *Be Active Your Way* brochures for each participant.



## INSTRUCTIONS

1. Begin the lesson by asking participants to describe some of the health benefits of being physically active. Write the responses on the board or sheet of paper for the class to see. Distribute the *Health Benefits of Physical Activity* handout, and ask participants to compare the responses listed on the board or sheet of paper with the information in the handout. Talk with participants about how physical activity complements fruit and vegetable consumption in improving a person's overall health. Encourage participants to ask questions and share their impressions.
2. Engage participants in a discussion about the kinds of physical activities they like to do and how often they should be physically active each day. Ask participants to include the types of physical activity they enjoy doing with family



members, friends, at work, and at home. Write the responses on the board or sheet of paper for the class to see. Distribute the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure, and review the information with the class. Have participants compare the responses listed on the board or sheet of paper with the information in the handout or brochure. Talk with participants about the different benefits associated with aerobic, strength, and stretching activities. Encourage participants to ask questions and share their impressions.

3. Using the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure, talk with participants about strategies they can use to increase their levels of physical activity. Ask participants to share how they might make activities, such as walking, dancing, or bicycling more challenging. Write the responses on the board or sheet of paper for the class to see. Distribute the *Keeping Fitt* handout, and review the FITT (Frequency, Intensity, Time, and Type) formula with the class. Demonstrate to participants how increasing the frequency, intensity, or time of a physical activity can make their activities more challenging while

increasing the health benefits. Encourage participants to ask questions and share their impressions.

4. Conclude the lesson by distributing the *5 a Day and Physical Activity Scoreboard* handout, and talk with participants about using the handout to track their progress. Direct their attention to the weekly goals section of the handout, and discuss with participants some helpful tips for being more physically active and eating 5 to 9 servings of fruits and vegetables every day. Talk with them about teaming up with a friend or family member to be more physically active and eat more fruits and vegetables. Mention how interpersonal support can make living a healthy lifestyle much easier. Encourage participants to use the *Physical Activity Pyramid*, *Keeping Fitt*, and *5 a Day and Physical Activity Scoreboard* handouts to create a weekly physical activity routine for themselves.

## expansion ideas

### TARGET HEART RATE

Photocopy and distribute the *Target Heart Rate* (p. H - 39) handout to participants. Ask participants what they have heard or know about target heart rate. Write the responses on the board or sheet of paper for the class to see. Review the *Target Heart Rate* handout with participants, and explain that the target heart rate is a tool that can be used to monitor their exertion levels when doing physical activity. Have participants calculate their target heart rate in step one, and then reinforce the information in steps two and three of the handout.



## expansion ideas continued

### 5 A DAY AND PHYSICAL ACTIVITY BUDDIES

Work with participants who are interested in having a physical activity and 5 a Day partner to set up a schedule for walking, bicycling, or doing aerobics together. Create a sign-up sheet where participants can leave their names and telephone numbers so they can call each other if they are interested.

### PHYSICAL ACTIVITY ROUTINE

Host a follow-up class a week after doing this lesson, and ask participants to bring their *5 a Day and Physical Activity Scoreboard* handouts. Have participants share with each other what they accomplished during the previous week and steps they took to meet their goals. ♦

### TIPS

- Use this lesson as an introduction to the other physical activity lessons.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.









# Walk 30 Minutes a Day the 5 a Day Way

## LEARNING OBJECTIVES

*By the end of the lesson, participants will be able to:*

- Identify at least three benefits of walking as a form of physical activity.
- Apply the principles of exercise safety to physical activity.
- Use walking as a form of physical activity at work and at home.
- Recognize walking as a way to be physically active with friends and family members.
- Monitor their exertion during physical activity.
- Name one new way to get family members to eat more fruits and vegetables.

## MATERIALS

- A watch that has a second hand
- A cell phone or quick access to a phone
- A safe walking route at a park, in a neighborhood, at a school, in a mall, or another easily accessible location
- Water (provide access to a water fountain or other water sources)
- A dry-erase board or large sheets of paper
- Markers
- The *Let's Get Active* handout (p. H - 41)
- The *Physical Activity and Exercise Safety* handout (p. H - 42)
- The *Stretching Exercises* handout (p. H - 44)
- The *5 a Day and Physical Activity Scoreboard* handout (p. H - 37)
- The *Physical Activity Pyramid* handout (p. H - 38), or the *Be Active Your Way* brochure
- Pencils or pens



## PREPARATION

1. Locate a safe outdoor or indoor walking route that will accommodate participants.
2. Photocopy the *Let's Get Active*, *Physical Activity and Exercise Safety*, *Stretching Exercises*, and *5 a Day and Physical Activity Scoreboard* handouts for each participant. Also, photocopy the *Physical Activity Pyramid* handout, or set aside enough *Be Active Your Way* brochures for each participant.

## WARM-UP ACTIVITY

1. Distribute the *Let's Get Active* handout and pens or pencils to participants. Ask participants to complete the handout before you begin a discussion about physical activity.
2. Ask participants to share their answers, and record their responses on the board or sheet of paper for the class to see.
3. Review the list of responses with the class, and use the discussion to introduce the *Walk 30 Minutes a Day the 5 a Day Way* lesson. Explain some of the health benefits of walking. For example, it's great for improving cardiorespiratory fitness, it improves circulation, and it strengthens and tones leg muscles.

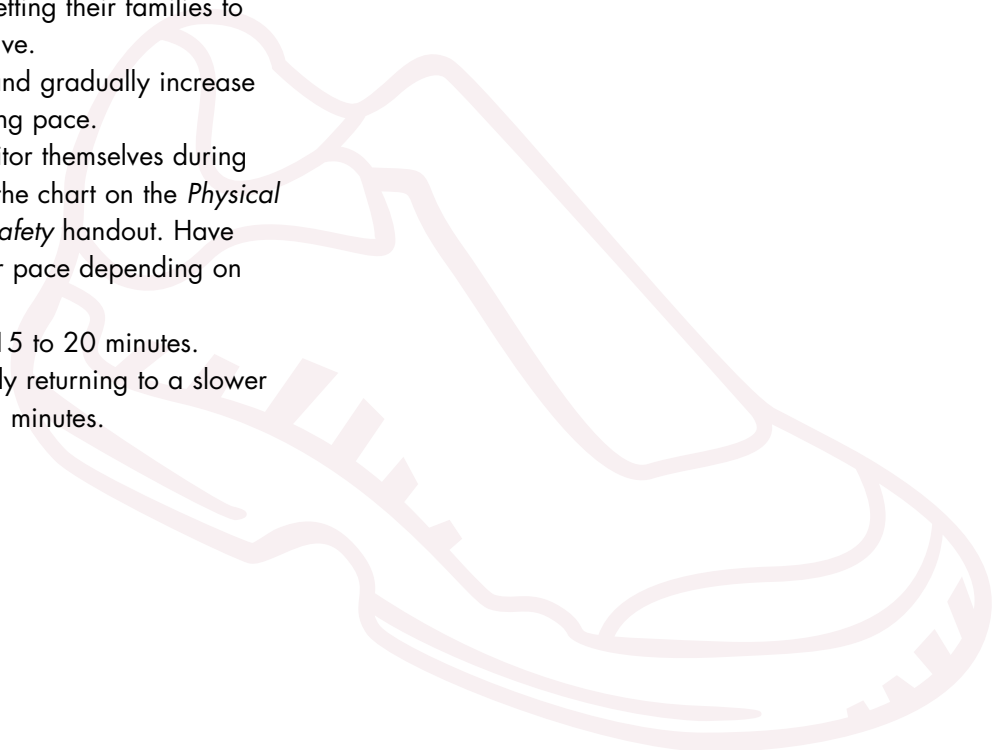


Explain that walking is a fun and easy way to get at least 30 minutes of physical activity every day.

4. Distribute the *Physical Activity and Exercise Safety* and *Stretching Exercises* handouts, and review them with participants. Engage participants in a warm-up by walking in place at a relaxed pace for 3 to 5 minutes. After the warm-up, have the participants do several stretching exercises that are shown in the *Stretching Exercises* handout.

## INSTRUCTIONS

1. Provide participants with directions or maps that cover the walking route.
2. Group participants into pairs, and instruct participants to get to know their partner during the walk. Have participants ask their partners about their favorite fruit and vegetable... their favorite way to prepare them... and tips they use for getting their families to eat more fruits and vegetables. Then have participants ask their partners about their favorite physical activity... their favorite place for doing physical activity... and tips they use for getting their families to be more physically active.
3. Start the walk slowly, and gradually increase to a comfortable walking pace.
4. Have participants monitor themselves during the walk according to the chart on the *Physical Activity and Exercise Safety* handout. Have participants adjust their pace depending on how they feel.
5. Continue the walk for 15 to 20 minutes.
6. Cool down by gradually returning to a slower pace for the last 2 to 3 minutes.
7. Conclude the lesson by reminding participants that brisk walking is an example of moderate-intensity physical activity. Explain to participants that they can get 30 minutes of moderate-intensity physical activity by taking three 10-minute walks a day, such as walking to the store, walking during their lunch break, walking up and down a mall, or walking after dinner with their family members. Next, distribute the *5 a Day* and *Physical Activity Scoreboard* handout to participants. Also, distribute the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure. Encourage participants to use the *Scoreboard* at home to monitor their physical activity and their progress toward eating 5 to 9 servings of fruits and vegetables every day. Encourage participants to use the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure to learn easy and fun ways to include physical activity in their daily lives.



## expansion ideas

### WALKABILITY ASSESSMENT

Use the *Walkability Assessment* handout, and have participants work in groups to determine the walkability of their neighborhood. Pair the walkability assessment with the *Advocate for 5 a Day and Physical Activity in Your Community* lesson as part of a multi-session class.

### WALK TO THE PARK

Walk to a nearby park. Have participants bring a healthy snack or lunch for a group picnic. At the park, discuss the basic principles of safe, effective physical activity, and help participants develop a personal walking plan. Encourage participants to find ways to include their family members and friends in regular walking activity.

### TARGET HEART RATE

During the walk and immediately after, use the watch and have participants take their pulse for 15 seconds and multiply the result by four. Have them compare their results to the *Target Heart Rate* handout to measure their exertion levels. ♦

### TIPS

- Walk and time the route a day or two before the activity to be sure that the route is still safe, accessible, and the appropriate distance.
- Increase the intensity level, if desired, by having participants pump their arms while they walk.
- Remind participants to drink plenty of water before, during, and after the activity.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.







# Dance Your Way to 30 Minutes a Day

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify at least three benefits of dancing as a form of physical activity.
- Recognize dancing as a way to be physically active with friends and family members.
- Understand how to increase and decrease intensity when doing aerobic activities.
- Name at least three inexpensive ways to be physically active.
- Monitor their exertion during physical activity.

## MATERIALS

- Adequate, clutter-free space
- A music player equipped with a CD player
- The *Living the 5 a Day Way* CD
- Water (provide access to a water fountain or other water sources)
- A watch
- A dry-erase board or large sheets of paper
- Markers
- The *Let's Get Active* handout (p. H - 41)
- The *Physical Activity and Exercise Safety* handout (p. H - 42)
- The *Stretching Exercises* handout (p. H - 44)
- The *Dance Your Way to 30 Minutes a Day* handout (p. H - 47)
- The *5 a Day and Physical Activity Scoreboard* handout (p. H - 37)
- The *Physical Activity Pyramid* handout (p. H - 38), or the *Be Active Your Way* brochure
- Pens or pencils



## PREPARATION

1. Locate a room or open space that will safely accommodate all participants.
2. Set up the music player with the *Living the 5 a Day Way* CD.
3. Photocopy the *Let's Get Active*, *Physical Activity and Exercise Safety*, *Stretching Exercises*, *Dance Your Way to 30 Minutes a Day*, and *5 a Day and Physical Activity Scoreboard* handouts for each participant. Photocopy the *Physical Activity Pyramid* handout, or set aside enough *Be Active Your Way* brochures for each participant.
4. Review the *Dance Your Way to 30 Minutes a Day* handout, and develop a fun exercise routine that incorporates movements for slow-, medium-, and fast-paced music.

## WARM-UP ACTIVITY

1. Distribute the *Let's Get Active* handout and pens or pencils to participants. Ask the participants to complete the handout before you begin a discussion about physical activity.
2. Ask participants to share their answers, and record their responses on the board or sheet of paper for the class to see.
3. Review the list of responses with the class, and





use the discussion to introduce the *Dance Your Way to 30 Minutes a Day* lesson. Explain some of the health benefits of dancing. For example, it's great for improving cardiorespiratory fitness, it improves circulation, and it tones muscles in the lower and upper body. Explain that dancing is a fun and easy way to get at least 30 minutes of physical activity every day.

4. Distribute the *Physical Activity and Exercise Safety* and *Stretching Exercises* handouts, and review them with participants. Engage participants in a warm-up by walking in place at a relaxed pace for 3 to 5 minutes. After the warm-up, have the participants do several stretching exercises that are shown in the *Stretching Exercises* handout.

## INSTRUCTIONS

1. Distribute the *Dance Your Way to 30 Minutes a Day* handout, and review the different arm, leg, and body movements with participants.
2. Show how to individualize intensity by demonstrating the following moves. Have participants follow along.
  - **Big/Small Movements** — Big arm or leg movements require more body motion.  
*Demonstrate: Marching with knees up high is more strenuous than walking in place.*
  - **High/Low Impact** — Placing arms above the heart is an example of high impact, while placing the arms below the heart is an example of low impact.  
*Demonstrate: Placing arms overhead while moving is more strenuous than placing arms at the waist.*
  - **Fast/Slow Pace** — Moving quickly requires more work and moving slowly requires less.  
*Demonstrate: March at a fast and slow pace.*
3. Start the music player, and follow the movements in the *Dance Your Way to 30 Minutes a Day* handout.
4. Begin with a series of movements at a slow pace for 3 to 5 minutes.
5. Gradually increase the pace to achieve moderately intense dancing for 5 to 10 minutes. Remind participants to pace themselves and use the self-monitoring questions from the *Physical Activity and Exercise Safety* handout.
6. Return the pace to a slow, gradual cool-down and maintain it for 3 to 5 minutes.
7. Have the participants take a water break and a brief rest.
8. If participants feel like dancing more, repeat the lesson following steps 4 through 6 until the participants have danced for 30 minutes.
9. Conclude the lesson with a discussion about how dancing can be a fun and easy way to maintain a healthy lifestyle and enjoy time with family and friends. Discuss with the participants about opportunities for dancing and exercise dance classes in the local area. Talk with them





about creating their own dance classes, such as organizing a class at the community center, encouraging dancing at the next family gathering, or getting together at a friend's house and doing aerobics to their favorite music or exercise video. Next, distribute the *5 a Day and Physical Activity Scoreboard* handout to participants. Also, distribute the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure. Encourage participants to use the *Scoreboard* at home to monitor their physical activity and their progress toward eating 5 to 9 servings of fruits and vegetables every day. Encourage participants to use the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure to learn easy and fun ways to include physical activity in their daily lives.

### TIPS

- Keep movements simple and fun.
- Face your participants, and make sure your footwork mirrors the position of their feet. For example, if participants start with their right foot forward, you should start with your left foot forward.
- Include a segment in which participants do their own dance movements to a song.
- Have participants drink water before, during, and after the lesson.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.

## expansion ideas

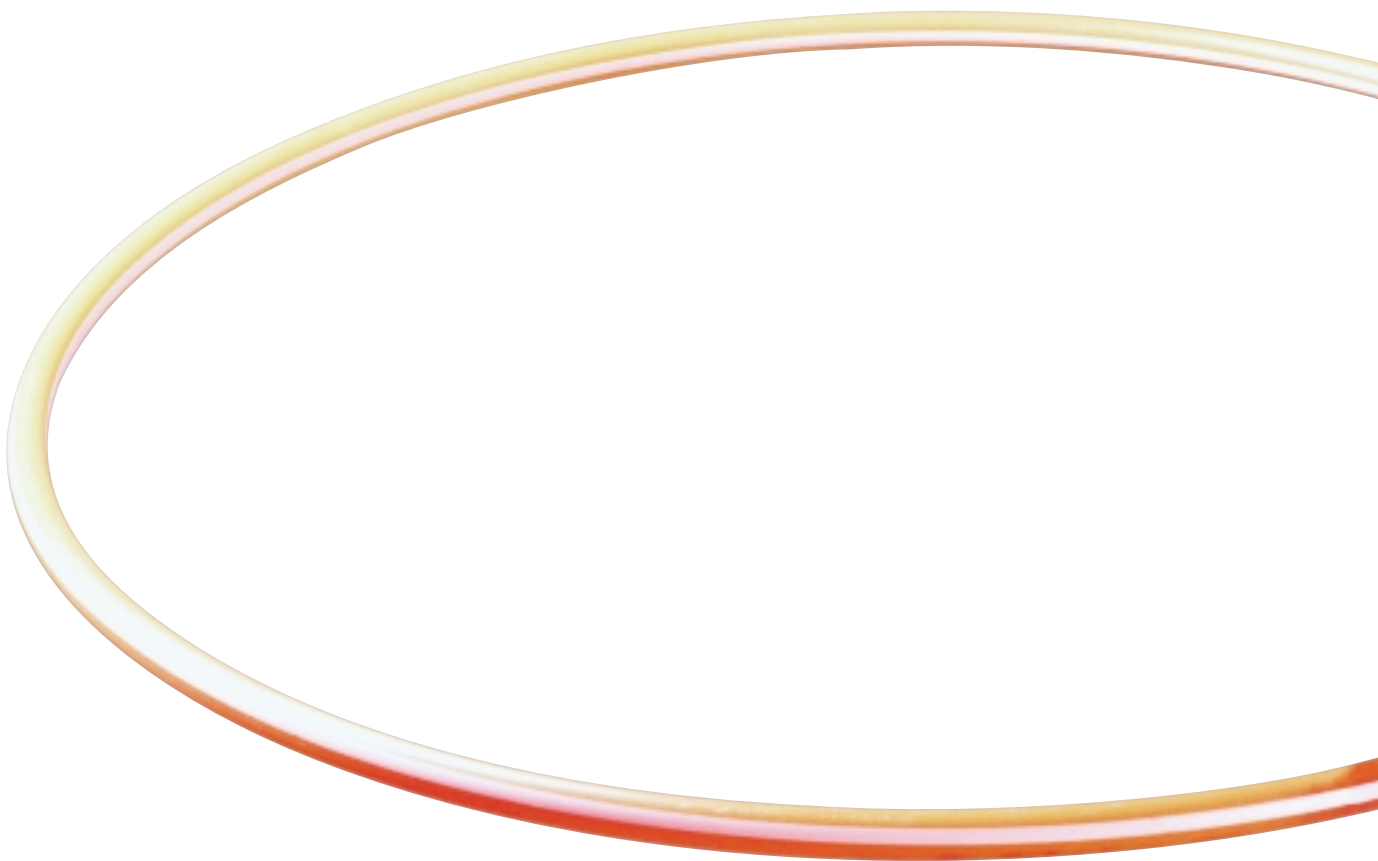
### TRADITIONAL DANCING

Host a special Latino heritage dance session. Ask participants to present and teach typical dances from different regions of Latin America, such as Merengue, Salsa, Cumbia, Conga, or Tango. As an alternative, invite a dance instructor to lead a class and teach traditional dances.

### GREATER INTENSITY

Have participants bring two cans of fruits or vegetables from home or buy ankle weights, and demonstrate how adding resistance can increase the intensity of an aerobic activity. Show participants how they can do arm curls and overhead shoulder lifts using canned goods. Mix arm movements and the added resistance with the other dance movements from the *Dance Your Way to 30 Minutes a Day* handout to create a new routine. ♦







# Jump 30 Minutes a Day the 5 a Day Way

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify at least three benefits of jumping rope as a form of physical activity.
- Name three rules of exercise safety.
- Apply the idea of pairing physical activity with family time.
- Recall the 5 a Day and physical activity recommendations.
- Monitor their exertion during physical activity.

## MATERIALS

- One jump rope for each participant
- Adequate, clutter-free space
- Water (provide access to a water fountain or other water sources)
- A music player that is equipped with a CD player
- The *Living the 5 a Day Way* CD
- A dry-erase board or large sheets of paper
- Markers
- The *Let's Get Active* handout (p. H - 41)
- The *Physical Activity and Exercise Safety* handout (p. H - 42)
- The *Stretching Exercises* handout (p. H - 44)
- The *5 a Day and Physical Activity Scoreboard* handout (p. H - 37)
- The *Physical Activity Pyramid* handout (p. H - 38), or the *Be Active Your Way* brochure
- Pencils or pens



## PREPARATION

1. Locate a room or open space that will safely accommodate all participants.
2. Set up the music player and the *Living the 5 a Day Way* CD.
3. Photocopy the *Let's Get Active*, *Physical Activity and Exercise Safety*, *Stretching Exercises*, and *5 a Day and Physical Activity Scoreboard* handouts for each participant. Also, photocopy the *Physical Activity Pyramid* handout, or set aside enough *Be Active Your Way* brochures for each participant.



## WARM-UP ACTIVITY

1. Distribute the *Let's Get Active* handout and pens or pencils to participants. Ask participants to complete the handout before you begin a discussion about physical activity.
2. Ask participants to share their answers, and record their responses on the board or sheet of paper for the class to see.
3. Review the list of responses with the class, and use the discussion to introduce the *Jump 30 Minutes a Day the 5 a Day Way* lesson. Explain some of the health benefits of jumping rope. For example, it's great for improving cardiorespiratory fitness, it improves agility, and it strengthens and tones leg muscles.



Explain that jumping rope is a fun and easy way to get at least 30 minutes of physical activity every day.

4. Distribute the *Physical Activity and Exercise Safety* and *Stretching Exercises* handouts, and review them with participants. Engage participants in a warm-up by walking in place at a relaxed pace for 3 to 5 minutes. After the warm-up, have the participants do several stretching exercises that are shown in the *Stretching Exercises* handout.

## game 1 – simon says – let's get active

### INSTRUCTIONS

1. Distribute a jump rope to each participant, and ask participants to spread out a safe distance from one another.
2. Review the rules of Simon Says with the class. Remind participants that they are to act on a command when it is preceded with "Simon Says." If the command is not preceded with "Simon Says" and participants act on the command, they are out of the game. When participants act on a command not preceded by "Simon Says," remind them that "Simon did not say..." The last participant remaining is the winner.
3. Before the game starts, demonstrate the following sample commands:

*Simon Says — Jump rope with both feet.*

*Simon Says — Jump rope with one foot.*

*Simon Says — Keep jumping and say, "Eat 5 to 9 servings of fruits and vegetables every day for good health."*

*Simon Says — Stop jumping, put your jump rope on the ground, and march in place.*

*Simon Says — Jump rope and say, "30 minutes of physical activity every day."*

*Simon Says — Jump on one foot and say your favorite vegetable.*

*Simon Says — Jump with both feet and say, "Physical activity with friends is fun."*

*Now hop up and down (participants who hop up and down are out of the game).*

4. Begin the game by calling out the first command starting with the phrase "Simon Says." If a participant misses a turn jumping rope, have him or her start again to continue the game.
5. Continue by calling out commands with the phrase "Simon Says." Repeat each command twice, and allow 20 to 30 seconds between commands.
6. Alternate calling out commands without the phrase "Simon Says" every four to six commands. If participants follow this command, they are out of the game.
7. Continue calling out commands until only one participant is left jumping rope.

## game 2 – jump to the music

### INSTRUCTIONS

1. Start the *Living the 5 a Day Way* CD, and instruct participants to jump rope at a steady pace.
2. Tell participants to continue jumping until they hear the music stop. The participants who keep jumping after the music stops are out of the game.
3. Vary the amount of time between starting and stopping the music.
4. Between each pause in the music, ask the remaining participants to name their favorite physical activity and where they like to do it.
5. Continue the game until only one participant is left.
6. For a tiebreaker, ask participants to name two rules of exercise safety. The winner is the participant who answers correctly.



7. Conclude games 1 and 2 by asking participants how they might use the jump rope games at home with their friends and family members. Next, distribute the *5 a Day and Physical Activity Scoreboard* handout to participants. Also, distribute the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure. Encourage participants to use the *Scoreboard* at home to monitor their physical activity and their progress toward eating 5 to 9 servings of fruits and vegetables every day. Encourage participants to use the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure to learn easy and fun ways to include physical activity in their daily lives.

### TIPS

- For *Simon Says—Let's Get Active*, make up additional commands that incorporate the *Let's Get Active* handout. For example, have participants jump rope and tell two ways to be physically active at work.
- For *Jump to the Music*, make a tape of popular music.
- Between games, discuss with participants the health benefits of physical activity.
- Remind participants about the importance of exercise safety.
- Ask participants how they might pair jumping rope with spending time with friends and family.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.

## expansion ideas

### JUMP ROPE CONTEST

Conduct a contest to determine the best rope jumper. Recruit four to six participants to demonstrate their rope jumping skills. Jump rope skills can include the best jump rope trick, the longest number of jumps without stopping, jumping backwards, jumping on one leg, and so on. Remember to keep safety in mind.

### THE 5 A DAY ALPHABET

Have participants recite the alphabet while jumping rope and name a fruit or vegetable for each letter. When a letter does not correspond with a fruit or vegetable, have the participants say "\_\_\_\_\_ is for 5 a Day." The participant who can name the most fruits or vegetables while saying the alphabet and jumping rope is the winner.

### GAMES FROM YOUR CHILDHOOD

Encourage participants to demonstrate different jump rope routines they did as children, such as "double dutch." ♦







# All Aboard the Physical Activity Train

## LEARNING OBJECTIVES

*By the end of the lesson, participants will be able to:*

- Identify at least three benefits of physical activity by playing interactive games.
- Name at least three inexpensive ways to be physically active.
- Apply the idea of pairing physical activity with family time.
- Recall three rules of exercise safety.
- Monitor their exertion during physical activity.

## MATERIALS

- Adequate, clutter-free space
- Water (provide access to a water fountain or other water sources)
- One ball per four players — they can be basketballs, soccer balls, or any kind of medium-sized ball made of rubber or plastic.
- A stopwatch
- A whistle
- A dry-erase board or large sheets of paper
- Markers
- The *Let's Get Active* handout (p. H - 41)
- The *Physical Activity and Exercise Safety* handout (p. H - 42)
- The *Stretching Exercises* handout (p. H - 44)
- The *5 a Day and Physical Activity Scoreboard* handout (p. H - 37)
- The *Physical Activity Pyramid* handout (p. H - 38), or the *Be Active Your Way* brochure
- Pencils or pens



## PREPARATION

1. Locate a room or open space that will safely accommodate all participants.
2. Photocopy the *Let's Get Active*, *Physical Activity and Exercise Safety*, *Stretching Exercises*, and *5 a Day and Physical Activity Scoreboard* handouts for each participant. Also, photocopy the *Physical Activity Pyramid* handout, or set aside enough *Be Active Your Way* brochures for each participant.

## WARM-UP ACTIVITY

1. Distribute the *Let's Get Active* handout and pens or pencils to participants. Ask participants to complete the handout before you begin a discussion about physical activity.
2. Ask participants to share their answers, and record their responses on the board or sheet of paper for the class to see.
3. Review the list of responses with the class, and use the discussion to introduce the *All Aboard the Physical Activity Train* lesson. Explain that



train games are a fun and easy way to get at least 30 minutes of physical activity every day.

4. Distribute the *Physical Activity and Exercise Safety* and *Stretching Exercises* handouts, and review them with participants. Engage participants in a warm-up by walking in place at a relaxed pace for 3 to 5 minutes. After the warm-up, have the participants do several stretching exercises that are shown in the *Stretching Exercises* handout.

## INSTRUCTIONS

1. Divide participants into teams of four to six players.
2. Instruct each team to stand in a single file line to form a train. The person in front of each line becomes the conductor and receives a ball.
3. Demonstrate the following passing sequences to the participants:

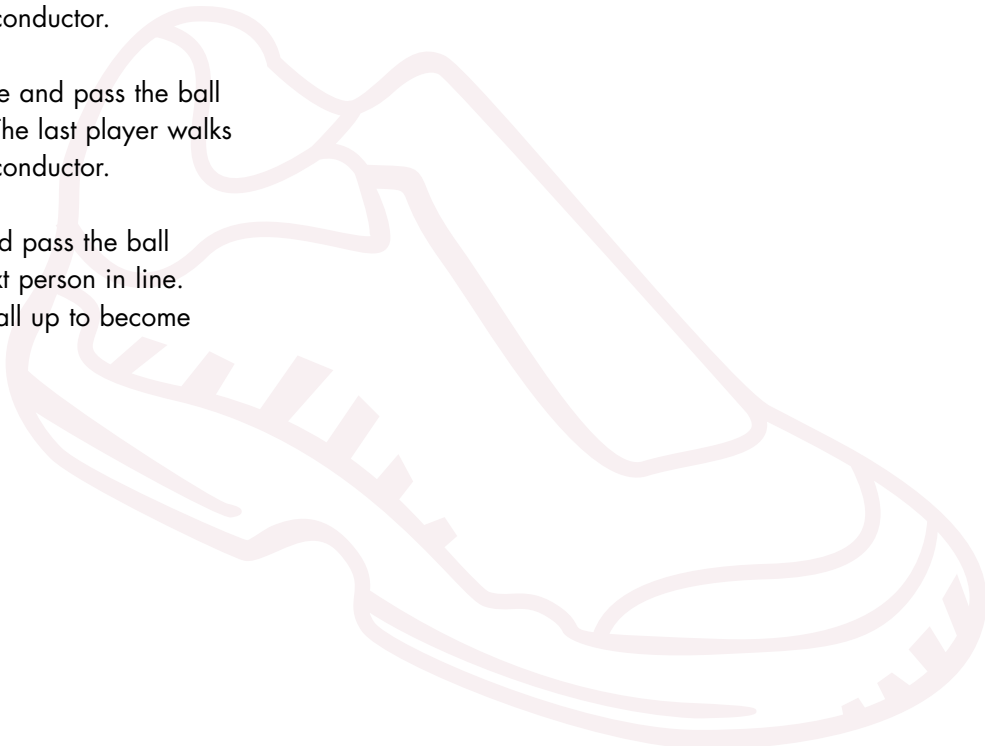
**Track 1:** Pass the ball overhead to the next person in line. The last player walks the ball up to become the conductor.

**Track 2:** Twist to the right side and pass the ball to the next person in line. The last player walks the ball up to become the conductor.

**Track 3:** Twist to the left side and pass the ball to the next person in line. The last player walks the ball up to become the conductor.

**Track 4:** Bend the knees and pass the ball between the legs to the next person in line. The last player walks the ball up to become the conductor.

4. Have each team practice, in place, each of the four passing sequences. Call out each step to instruct the teams to try a new sequence.
5. After the teams have practiced, call out "All aboard!" Have the teams walk in place for 2 to 3 minutes as a warm-up. Instruct the teams to increase their pace to a comfortable walk-in-place and keep that same pace throughout the game.
6. Call out "Track 1," and demonstrate the first passing skill. The teams continue this passing skill for several cycles.
7. After 2 to 3 minutes, call out "Changing tracks," and demonstrate the second passing skill (for example, twist to the right and pass the ball behind) as the trains continue to move. Continue through all four passing skills, making each series last 2 to 3 minutes.
8. After 10 to 12 minutes of activity, call out "Train station ahead!" Instruct the conductors to hold the balls and slow down the train with a 2- to 3-minute walking-in-place cool down.
9. In between games, have a question and answer session about the benefits of physical activity. Remind participants about the importance of exercise safety, and answer their questions.





10. Conclude the lesson by asking participants how they might use this lesson or a similar lesson at home with their friends and family members. Next, distribute the *5 a Day and Physical Activity Scoreboard* handout to participants. Also, distribute the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure. Encourage participants to use the *Scoreboard* at home to monitor their physical activity and their progress toward eating 5 to 9 servings of fruits and vegetables every day. Encourage participants to use the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure to learn easy and fun ways to include physical activity in their daily lives.

## expansion ideas

### ALTERNATIVE PASSING

Demonstrate to the class alternating passing sequences. For example, the conductor begins play by twisting to his or her left and passing the ball. The next player passes the ball by twisting to his or her right. The alternating pattern continues until the last player walks the ball up to become the new conductor. Another option is to alternate passing the ball over the head with passing the ball through the legs.

### MORE MOVEMENT

Instead of walking in place, instruct the class to walk forward while passing the ball in the various passing sequences.

### TARGET HEART RATE

Between games, have participants take their pulse for 15 seconds and multiply the result by four. Have them compare their results to the *Target Heart Rate* handout to measure their exertion levels. ♦

### TIPS

- Supermarkets and large retailers sell inexpensive, colorful rubber balls in the toy or sporting goods sections.
- If balls are not available, bean bags or Frisbees make adequate substitutes.
- Instruct the teams to say, "Be active 30 minutes a day, every day" every time they change conductors.
- Ask participants what variations they would make to the train game.
- Use the *Living the 5 a Day Way* CD to add music to the train game.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.









# 5 a Day and Physical Activity Relay

## LEARNING OBJECTIVES

*By the end of the lesson, participants will be able to:*

- Identify at least three benefits of being physically active.
- Name at least three inexpensive ways to be physically active.
- Apply the idea of pairing physical activity with family time.
- Use the relay game as an example of how to be physically active indoors.
- Recall the 5 a Day and physical activity recommendations.
- Monitor their exertion during physical activity.

## MATERIALS

- Adequate, clutter-free space
- Water (provide access to a water fountain or other water sources)
- Masking tape
- One chair for each team
- A dry-erase board or large sheets of paper
- Markers
- The *Let's Get Active* handout (p. H - 41)
- The *Physical Activity and Exercise Safety* handout (p. H - 42)
- The *Stretching Exercises* handout (p. H - 44)
- The *5 a Day and Physical Activity Scoreboard* handout (p. H - 37)
- The *Physical Activity Pyramid* handout (p. H - 38), or the *Be Active Your Way* brochure
- Pencils or pens



## PREPARATION

1. Locate a large room or open space that will safely accommodate all participants. The space should be at least 30 by 40 feet.
2. Use the masking tape to designate a start/finish line for each team of participants.
3. Place each chair 30 to 35 feet from the start/finish line.
4. Photocopy the *Let's Get Active*, *Physical Activity and Exercise Safety*, *Stretching Exercises*, and *5 a Day and Physical Activity Scoreboard* handouts for each participant. Also, photocopy the *Physical Activity Pyramid* handout, or set aside enough *Be Active Your Way* brochures for each participant.



## WARM-UP ACTIVITY

1. Distribute the *Let's Get Active* handout and pens or pencils to participants. Ask participants to complete the handout before you begin a discussion about physical activity.
2. Ask participants to share their answers, and record their responses on the board or sheet of paper for the class to see.
3. Review the list of responses with the class, and



use the discussion to introduce the *5 a Day and Physical Activity Relay* lesson. Explain that relay games are fun and easy ways to get at least 30 minutes of physical activity every day.

4. Distribute the *Physical Activity and Exercise Safety* and *Stretching Exercises* handouts, and review them with participants. Engage participants in a warm-up by walking in place at a relaxed pace for 3 to 5 minutes. After the warm-up, have the participants do several stretching exercises that are shown in the *Stretching Exercises* handout.

## INSTRUCTIONS

1. Arrange participants into teams of four to six players.
2. Have each team stand behind the start/finish line in a single file line.
3. Demonstrate the following four relay games:

**Relay 1:** On “go,” the first player in each team walks briskly to the chair, touches the chair, and walks to the back of the relay line. As soon as the first player crosses the finish line, the next player goes and does the same routine. Continue until the first player returns to the front of the line. Each time a player touches the chair, he or she must say “30 minutes of physical activity every day.” The first team to have all of its members complete the relay is the winner.

**Relay 2:** On “go,” the first player in each team walks briskly to the chair, circles the chair, and walks to the back of the relay line. As soon as the first player crosses the finish line, the next player goes and does the same routine. Continue until the first player returns to the front of the line. Each time a player circles the chair, he or she must say “Eat 5 to 9 servings of fruits and vegetables every day.” The first team to have all of its members complete the relay is the winner.

**Relay 3:** On “go,” the first player in each team walks briskly to the chair, sits on the chair, gets up from the chair, and walks to the back of the relay line. As soon as the first player crosses the finish line, the next player goes and does the same routine. Continue until the first player returns to the front of the line. Each time a player sits on the chair, he or she must say his or her favorite physical activity before leaving the chair. The first team to have all of its members complete the relay is the winner.

**Relay 4:** On “go,” the first player in each team walks briskly to the chair, sits on the chair, does three leg lifts with legs together, gets up from the chair, and then walks to the back of the relay line. As soon as the first player crosses the finish line, the next player goes and does the same routine. Continue until the first player returns to the front of the line. After doing the leg lifts, each player must name one benefit of being physically active before leaving the chair. The first team to have all of its members complete the relay is the winner.

4. During each relay, instruct all players to march in place and cheer for their team members.
5. Conclude the lesson by asking participants how they might use this lesson or a similar lesson at home with their friends and family members. Next, distribute the *5 a Day and Physical Activity Scoreboard* handout to participants. Also, distribute the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure. Encourage participants to use the *Scoreboard* at home to monitor their physical activity and their progress toward eating 5 to 9 servings of fruits and vegetables every day. Encourage participants to use the *Physical Activity Pyramid* handout or the *Be Active Your Way* brochure to learn easy and fun ways to include physical activity in their daily lives.



## expansion ideas

### DRIBBLING RELAY

Use the balls from the *All Aboard the Physical Activity Train* lesson and have a dribbling skills relay. Instruct each team member to dribble the ball to the chair, around the chair, and then return to the back of the relay line.

### TARGET HEART RATE

Between relays, have participants take their pulse for 15 seconds and multiply the result by four. Have them compare their results to the *Target Heart Rate* handout to measure their exertion levels. ♦

### TIPS

- Use the *Let's Get Active* handout to incorporate additional information into the relays.
- If adequate space indoors is not available, conduct the lesson outside.
- If participants enjoy being competitive, award prizes to the winning relay teams.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.



